

Workload of Secondary School Teachers in Lahore Cantt.

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Abstract

In teaching learning process of education, workload considered as an important area of study in students' social, moral and intellectual development. Teachers' effectiveness is based on their commitment along with heavy workload. This research was conducted to investigate the level of workload of secondary school teachers in Lahore Cantt. Pakistan. Workload Scale for Teachers was used as an instrument for data collection. Convenience sampling technique was used to draw sample of the study which comprises of 400 (male and female) teachers in public sector secondary schools in Lahore Cantt. Pakistan. Descriptive (Mean and Standard Deviation) and inferential statistics (Independent sample t-test, and One-way ANOVA) was applied to analyze the data by using SPSS version 20.0. The results revealed that, secondary school teachers faced heavy workload which causes stress and male teachers felt more workload pressure as compared to the female teachers at secondary level. There was no significant difference on the basis of gender. Significant difference was found in terms of teaching subjects (arts and science) regarding teaching activities as compared to teachers' well-being and professional development which were found insignificant. The study recommended that school administration may build supportive and accountable professional culture in order to improve quality of the work environment for better results and to increase efficiency.

Keywords: Workload, Stress, Public Sector, Secondary School Level

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Introduction

In all the fields of education and organizational level workload considered the major research area to be investigated. In all over the world many studies have been conducted in this area. At different levels most of the work is done in the field of education regarding teachers' workload.

Workload is defined as "demands assigned to the workers in an organization" (Spector, 2001). There are two different ways to define the workload. 1) Quantitative workload, it is defined as the number of tasks or amount of work which is completed by the employee within a specific time period. 2) Qualitative workload, it is defined as the complexities of physical and intellectual job responsibilities. It is reported that as compared to the other professions the level of teachers' workload might be increased in current years (Naylor & Schaefer, 2001). Naylor and Schaefer (2001) the levels of teachers' workload which have been increased in recent years and as compare to the other professions they are found to be higher. Teachers are often taking their tasks to home to be completed and faced with high expectations by the school (Butt & Lance, 2005). Ekanem (2012) argued that in order to finish off the work it is seen that teachers tried to allocate time which is required to complete a task.

The current study discussed the issues and problems of teachers' workload which causes stress, teachers' intent to quit the job and their job satisfaction at the workplace in previous studies. Teachers consider the workload a problem faced in daily routine. However teachers at secondary level are expected to play a vital role along with transmitting knowledge and ethical norms to great extent. It is also expected from a teacher that he would implement the philosophy of secondary school education that is fundamentally added in the introduced curriculum in 1988. Workload might be defined narrowly as the "assigned teaching hours" and broadly it is defined as the number of assigned professional duties to the teachers which they completed within a specific period of time. Teachers' perceptions regarding workload is considered an important dimension in education field. Perception means one's experience while working at workplace regarding their job responsibilities according to the circumstances. When teachers have more work than average level, they perceive it as workload. According to Keser (2006) "if the natural load of the work has not been calculated mathematically, it is possible to state that this concept has an abstract content based on the perception."

Sumra (2005) defined that workload is formed where there are less number of teachers according to the need and they teach subjects more than they would teach. It seems that 50 percent workload in rural areas is heavier than urban areas. A teacher may teach thirty (30) periods in a week.

High workload may affect the effectiveness and job satisfaction level of a teacher. It may also increase pressure on them and they prefer to quit the job. According to Easthope & Easthope (2000) if a teacher is teaching with heavy workload it might be reduced their commitment to their profession and they reduce their maximum input. On the other hand it is considered that heavy workload may be the symbol of success and learning for the teachers (Shah, Jafferri, Aziz, Ejaz, Haq, & Raza, 2011). In order to gain more experience workload may give exposure to teachers to increase productivity by exerting their maximum efforts along with workload. It may not have the negative effects but it might be the opportunity to enhance their skills by adapting workload opportunities.

Previous studies indicated that teachers who receive administrative duties and subjects which are not relevant to their areas of expertise felt over burdened. It is concluded that many teachers were assigned subjects which are not their areas of expertise and it would cause stress and workload for them (Dibbon, 2004). Teachers' teaching activities might be reasonable at workplace.

Dimensions of Workload

Teachers' performance is based on their teaching activities, well-being and professional development. Firstly, teaching activities which refers to the number of tasks and obligations assigned to the teachers to complete in a specific time period. According to Eggen and Kauchak (2003) teaching activities refer to the informal and formal assessment of students' physical, moral, intellectual, social and economical assessment which a teacher assesses during the class. Teachers also plan the curriculum goals according to, community, students' ability and their knowledge. Teaching activities which refers to teaching assignments, content delivery, lesson planning, and plan classroom activities etc. might be relevant to their area of expertise. Many teachers were given non-teaching or administrative tasks along with teaching assignments which causes workload and stress. Teacher may assign duties and must aware of their responsibilities at school. According to Eggen and Kauchak (2003) teaching activities refer to the

informal and formal assessment of students' physical, moral, intellectual, social and economical assessment which a teacher assesses during the class. Teachers also plan the curriculum goals according to, community, students' ability and their knowledge.

For many reasons well-being is important in different aspects, for example well-being added the understanding level of teachers' career. Well-being is concerned about the encourage teachers in their work, sustain them when difficulties arise, and may help them feel happy, satisfied, and proud to be a teacher. In order to reduce dropout rate of teachers and increase their commitment to the work; it is necessary to know the factors affecting teaching profession. Secondly, in order to develop a positive teacher' attitudes towards school reforms by examining the most rewarding and satisfying factors at work. The constitution that actually collaborated for teachers' well-being is clearly delineated in many studies (DuFour & Hulley, 2008).

Teachers' professional development refers to enhance teachers' social, moral and organizational commitment and pedagogical skills in order to achieve the educational goals (Leithwood, 2006). According to Katzenmeyer and Moller (2001) it is difficult to measure the effectiveness of teachers' professional development activities during their non-teaching hours. He also argued that the most prevent form of professional development is menus of short-term workshops and seminars. Many essential elements are lacking in this approach which are necessary to make professional development more effective. In order to enhance teachers' productivity there is need to enhance resources, work and working conditions and work environment along with reducing their workload (Butt & Lance, 2005).

The study of workload for secondary school teachers will be helpful for educators, administrators, principals and policy makers in order to reduce workload of male and female teachers at secondary level. The problem existed in the developing countries like Pakistan. Therefore study was conducted to investigate the secondary school teachers' level of workload at secondary level.

Objective of the Study

The objectives of the study were to:

1. investigate the level of secondary school male and female teachers' workload.
2. find out significant difference of secondary school male and female teachers' workload in terms of gender, teaching subjects and academic qualification.

Research Questions of the Study

Following were the research questions of the study:

1. What is the level of teachers' perceptions regarding workload in terms of gender at secondary school level?
2. What is the level of male and female (Arts and Science) teachers' perceptions regarding workload at secondary school level?
3. What is the level of male and female teachers' perceptions regarding workload in terms of their academic qualifications at secondary school level?
4. What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their gender?
5. What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their teaching subjects (Arts and Science)?
6. What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their academic qualifications?

Population and Sample

Population of the study was comprised of secondary school teachers from all public sector schools of Lahore Cantt. According to School Education Department (2014) there are 93 public sector girls and 84 boys secondary schools in Lahore Cantt.

Sampling and Procedure

Convenience sampling technique was used to collect data from the respondents. Data were collected from forty schools (20 girls and 20 boys). Ten teachers were selected from each school on convenient basis. Therefore, 400 secondary school teachers comprise of 200 male and 200 female were selected as a sample of the study.

The instrument used for this study were the Workload Scale for Teachers developed by Sugden in 2010 used in her study “Teachers’ workload: A formula for maximizing teacher performance and well- being” (Sugan, 2010). Independent Sample t-test and One- way ANOVA were applied to analyze the data to find out the differences in terms of demographic variables (gender, teaching activities and academic qualification). The results were interperated on the basis of findings.

Results

Research Question 1

What is the level of male and female teachers’ perceptions regarding workload in terms of gender at secondary school level?

Table 1

Male and Female Teachers’ Level of Perceptions about Workload

Gender	Well- Being	Professional Development	Teaching Activities
Male			
Mean	36.19	15.91	48.44
SD	5.13	3.64	7.63
N	200	200	200
Female			
Mean	33.32	13.41	41.67
SD	5.52	3.80	7.43
N	200	200	200
Total			
Mean	34.76	14.66	45.05
SD	5.51	3.92	8.25
N	400	400	400

Table 1 showed the scores of mean and standard deviations regarding workload of secondary school teachers on the basis of three sub-scales. It was indicated that secondary school male and female teachers have high mean scores in teaching activities (Male=48.44, Female=41.67) as compared to the mean scores of other sub-scales at secondary level. Therefore, it was concluded that male and female teachers emphasize more on teaching activities as compared to the other activities. It was also showed that male teachers felt more workload as compared to the female teachers at secondary level.

Research Question 2

What is the level of male and female (Arts and Science) teachers' perceptions regarding workload at secondary school level?

Table 2

Male and Female Teachers' Level of Perceptions about Workload in terms of their Teaching Subjects (Arts and Science)

Teaching Subjects	Well- Being	Professional Development	Teaching Activities
Arts			
Mean	35.28	14.79	45.40
SD	5.46	3.92	7.05
N	206	206	206
Science			
Mean	34.20	14.53	44.68
SD	5.52	3.92	9.36
N	194	192	194
Total			
Mean	34.76	14.66	45.05
SD	5.51	3.92	8.25
N	400	398	400

It is shown in the table that arts and science teachers emphasis more on teaching activities at secondary level. They focus more on classroom lectures, assignments, administrative work which causes workload for teachers at secondary level. It was concluded that arts teachers considered these activities more as compared to the science teachers.

Research Question 3

What is the level of male and female teachers' perceptions regarding workload in terms of their qualifications at secondary school level?

Table 3

Male and Female Teachers' Level of Perceptions about Workload in terms of their Academic Qualification

Academic Qualification	Well-Being	Professional Development	Teaching Activities
B. A/B. Sc			
Mean	35.55	15.91	46.68
SD	4.69	3.65	6.34
N	87	87	87
M. A/M. Sc			
Mean	35.23	14.64	45.41
SD	5.37	3.90	8.59
N	268	268	268
M. Phil			
Mean	30.20	12.21	39.83
SD	6.01	3.46	7.66
N	43	43	43
Ph. D			
Mean	34.50	13.00	38.00
SD	2.12	5.65	2.82
N	02	02	02
Total			
Mean	34.76	14.66	45.05
SD	5.51	3.92	8.25
N	400	400	400

Table 3 shows the mean scores of male and female secondary school teachers' perceptions regarding workload in terms of their qualification. It is indicated by the table 3 that mean scores of secondary school teachers were higher in teaching activities as compared to the other sub-scales (well-being and professional development). Therefore, it is concluded that secondary school teachers emphasis more on teaching activities (teaching assignments, content delivery, lesson plans etc.) in terms of their qualifications. It is also evident that teachers having qualification B. A/ B. Sc. were dealing with heavy workload as compared to the other teachers with higher qualifications (M. A/M. Sc. M. Phil and Ph. D).

Research Question 4

What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their gender?

Table 4

Differences in Perception of Male and Female Teachers regarding Workload at Secondary Level

Variables	Gender	N	M	SD	t	df	Sig.
Teaching Activities	Male	200	48.44	7.63	8.98	398	0.156
	Female	200	41.67	7.43			
Well- Being	Male	200	36.19	5.13	5.382	398	0.365
	Female	200	33.32	5.52			
Professional Development	Male	200	15.91	3.64	6.685	396	0.076
	Female	200	13.41	3.80			

Table 4 represents the comparison of male and female secondary school teachers' perceptions regarding workload in terms of gender. There is no significant mean difference existed between the perceptions of male and female secondary school teachers regarding workload. Moreover, the high mean values show that male teachers are facing more workload than female teachers regarding teaching activities (teaching assignments, content delivery, lesson planning, and plan classroom activities etc.), well-being (intrinsically motivated, sustainability, pleasure, and satisfaction) and professional development (teachers' training) at secondary level.

Research Question 5

What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their teaching subjects (Arts and Science)?

Table 5

Differences in Perception of Male and Female Teachers regarding Workload at Secondary level in terms of Teaching Subjects

Variables	Gender	N	M	SD	t	df	Sig.
Teaching Activities	Male	206	45.40	7.05	0.87	358.24	0.00
	Female	194	44.68	9.36			
Well- Being	Male	206	35.28	5.46	1.97	398	0.81
	Female	194	34.20	5.52			
Professional Development	Male	206	14.79	3.92	0.64	396	0.95
	Female	194	14.53	3.92			

Table 5 indicates the mean differences of male and female teachers' perception regarding workload at secondary level. Results revealed that mean difference was existed between arts and science teachers at $p \leq 0.05$ level of significance about teaching activities (teaching assignments, content delivery, lesson planning, and plan classroom activities etc.). On the other hand no significant mean difference was existed between arts and science teachers regarding well-being (intrinsically motivated, sustainability, pleasure, and satisfaction) and professional development (teachers' training). It shows that arts and science teachers have differences of opinions regarding their number of tasks and obligations at secondary school level.

Research Question 6

What is the significant difference of opinions between male and female secondary school teachers regarding workload in terms of their academic qualifications?

Table 6

Differences in Perception of Male and Female Teachers regarding Workload at Secondary level in terms of their Academic Qualification

Variables	Gender	df	SS	MS	F	Sig.
Teaching Activities	Between	3	1537.28	512.42	7.90	0.000
	groups	396	25657.50	64.79		
	Within groups	399	27194.79			
	Total					
Well- Being	Between	3	1005.6	335.21	11.92	0.000
	groups	396	11135.32	28.12		
	Within groups	399	12140.96			
	Total					
Professional Development	Between	3	387.73	129.24	8.89	0.000
	groups	394	5724.49	14.59		
	Within groups	397	6112.22			
	Total	399	2055			

Table 6 shows the differences between the secondary school teachers' perception regarding workload in terms of their academic qualification. One-way ANOVA was applied in order to find out the differences of opinions between secondary school teachers' opinions regarding workload. It is concluded that significant mean differences of male and female teachers' opinion was existed regarding teaching activities (intrinsically motivated, sustainability, pleasure, and satisfaction), well-being (intrinsically motivated, sustainability, pleasure, and satisfaction) and professional development (teachers' training). They have different opinions regarding workload at secondary school level.

Table 6(b)

Post-hoc Test of difference between male and female Teachers about Workload in terms of Academic Qualification

Variables	Discipline (a)	Discipline (b)	Mean Difference	Sig.
Workload at Secondary School Level	B. A/ B. Sc	M. A/ M. Sc	1.27548	0.200
		M. Phil	6.85245*	0.000
		Ph. D	8.68966	0.132
	M. A/ M. Sc	B. A/ B. Sc	-1.27548	0.200
		M. Phil	5.57697*	0.000
		Ph. D	7.41418	0.195
	M. Phil	B. A/ B. Sc	-6.85245*	0.000
		M. A/ M. Sc	-5.57697*	0.000
		Ph. D	1.83721	0.753
	Ph. D	B. A/ B. Sc	-8.68966	0.132
		M. A/ M. Sc	-7.41418	0.195
		M. Phil	-1.83721	0.753

Table 6(b) shows the results of post-hoc (LSD) to find out the differences of opinions of male and female secondary school teachers' opinions regarding workload in terms of their academic qualification. It was indicated that the mean scores of teachers having qualification (B.A/B. Sc.) were significantly different as compared to the other teachers having qualification (M. Phil). Teachers with qualification of (B.A. /B. Sc.) have no differences of opinions than the teachers having qualification (M. A. /M. Sc. and Ph. D).

The mean scores of teachers having qualification (M. A. / M. Sc.) have differences of opinions regarding workload as compared to the other teachers having qualification (M. Phil). However teachers with qualification of (B.A. /B. Sc. and Ph. D) have no significant differences of opinions with the teachers having qualification (M. A. / M. Sc.). It was also showed that the mean scores of teachers having qualification (M. Phil) have differences of opinions as compared to the teachers having qualification (B.A/B. Sc. and M. A./ M. Sc.). Teachers having qualification (Ph. D) have no differences of opinions with the teachers having qualification (B.A/B. Sc., M. A. / M. Sc. and M. Phil) regarding workload at secondary level.

Discussion

This study investigated the teachers' workload at secondary level in Lahore Cantt. It was concluded that teachers at secondary level have heavy workload in terms of teaching activities, teachers' well-being and their professional development. It was indicated that male and female secondary school teachers were overburdened with teaching activities regarding content delivery, pedagogical skills, teaching assignments and administrative responsibilities and they recognize it as a source of stress. In this regard results showed that male teachers were having more workload as compared to the female teachers at secondary level. The results were supported with study conducted by Shah, Jaffari, Aziz, Ejaz, Ul-Haq, and Raza, (2011) concluded that male teachers work along with heavy workload because of better chance of employment. But female teachers work with more devotion as compared to the male teachers at secondary level.

There was a significant mean difference between arts and science teachers regarding workload. It was indicated that as compared to the science teachers arts teachers deal more with heavy workload. Male and female teachers have differences of opinions regarding workload in terms of their academic qualifications. Male and female secondary school teachers have different perceptions about workload are supported by the study conducted by Sellen (2016) who find out the difference of opinions between high and low qualifications of secondary school teachers regarding workload. Many recent studies (Johnson & Johnson, 2000; Schorder, 2008) revealed that workload with education level were correlated positively if there is exact coordination between education and level of work. According to Bull (2005) high qualified workers were more consistent with their jobs along with workload. In Pakistan there are less opportunities of jobs, Therefore teachers perform their duties along with heavy workload.

Conclusion

The study was aimed to investigate the demographic variables gender, teaching subjects and academic qualification of secondary school teachers of Lahore Cantt. It is concluded that male and female teachers have differences of perceptions regarding workload at secondary level. They put more emphasis on content delivery, teaching assignments, administrative responsibilities and other teaching tasks. Arts and science teachers have differences of opinions regarding workload. Arts teachers feel more burden of workload as compared to the science teachers. There is significant mean differences existed between male and female teachers' opinions regarding workload in terms of their academic qualification.

Recommendations

Following recommendations were formed in the light of findings of the study.

1. Teachers' workload should be reduced and additional administrative staff should be recruited in the schools for effective functioning of schools.
2. Teachers' professional development may improve teachers' efficiency and effectiveness, Therefore, training workshops, seminars and conferences might be organized in order to improve teaching learning process.
3. A comparative study on public and private school teachers might be conducted at primary, elementary, secondary and higher education level.
4. Study might be beneficial for policy makers that may help them to review education policy in order to reduce the workload of secondary school teachers.

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